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PROGRESS REPORT

on the

CARNEGIE STUDY OF THE ANTIOCH EDUCATIONAL PROGRAM

February, 1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PROGRESS REPORT ON THE CARNEGIE STUDY
OF THE ANTIOCH EDUCATIONAL PROGRAM

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PROGRESS REPORT ON THE CARNEGIE STUDY
OF THE ANTIOCH EDUCATIONAL PROGRAM
covering the period
January 18, 1958, through January 17, 1959

I. ACHIEVEMENTS

A year ago, in the third of the reports on the Carnegie Study of the Antioch Educational Program, it was stated that the study gave promise of effecting a comprehensive re-design of the Antioch program. The College had then put into operation a program of education abroad, a new calendar of work-study periods, a new academic program for general education, an off-campus independent study program for seniors, a special program for enriching and accelerating the education of ablest students, an engineering science program leading to the Bachelor of Science degree, and an expanded program of continuing education.

To complete the comprehensive change contemplated in the report of a year ago required further study and action on five major matters:

- the use of the cooperative program for general education;
- the community program and its relationship to general education;
- the organization of the fields of concentration and the nature of the requirements to be specified for study within these fields of concentration;
- the study of requirements for the Antioch degree, with particular reference to provisions for a four-year program (the normal span at Antioch being five years); and
- the policies and programs on advising and counseling.

With action on the first four of these matters already taken and the recommendations on advising and counseling now ready for consideration by the Educational Policy Committee, the promise of a basic re-design of the Antioch program through the impetus provided by the Carnegie self-study has been substantially realized. The remaining life of the study will see us well into the process of installing the new program, harmonizing its elements in practice, sorting out and correcting mistakes, and introducing modifications essential to the success and further improvement of the College.

This report summarizes developments of this third year under three categories: A) policy discussions and changes; B) developments in already operating programs, and C) research.

A. POLICY DISCUSSIONS AND CHANGES

Policy discussions have been conducted during the past twelve months on the general education program, the fields of concentration, general requirements for the bachelor's degree, and the advising and counseling policies and program of the College.

1. The General Education Program

Antioch operates under the philosophy that society is in need of broadly educated men with a grasp of the perspectives, techniques, and key concepts of many disciplines, men with a grasp of the wide implications and extensive interrelatedness of these disciplines. The general education requirements of the College are intended to permit application of this idea to the needs of students with diverse abilities, interests, and backgrounds.

The first two years of the Carnegie Study saw major revisions in the program of general education at Antioch: the introduction of advanced and senior levels of general education studies, the re-shaping of requirements as to the distribution of a student's courses among groups of academic disciplines, the introduction of more choices among courses for students, the re-writing of achievement examinations and tightening of credit waiver arrangements, the creation of a Syllabus for Students' Programs of General Education, establishment of a standing faculty committee to continue to study and watch over the general education program, and the permitting of foreign studies as alternative means to meet general education requirements. Most of these changes relate to academic requirements.

The major policy discussions of this year have concerned the use of the cooperative program and the community program for general education. A policy directive on the need for further non-Western studies was the only major academic measure considered during the year.

a. The Cooperative Program and General Education. Building on the work of previous committees reported last year, the Work-Study Subcommittee of the Educational Policy Committee recommended a re-statement of policies on the relationship of off-campus cooperative experience to the general education program. These recommendations were adopted by the faculty at its meeting of September 25, 1958. They emphasize that the purposes of the cooperative program are primarily educational and they spell out, as a guide to students and advisers, the faculty's conception of significant characteristics which an adequate sequence of work experiences should embody. A full statement of the resolutions adopted ("The Cooperative Program and General Education") is presented in Appendix #2. As a further step in implementing these resolutions, the Educational Policy Committee is to bring to faculty a plan for the use of liberal arts

field studies (done during work period) to strengthen the interplay between off-campus experience and on-campus studies. The Dean of Students' office has been asked to take appropriate administrative steps to apply these policies to the better preparation of students for educational use of off-campus periods.

b. Community Program and General Education. As reported a year ago, feeling has persisted for some years that Antioch's use of the community program as a laboratory in education has not been adequate to its purposes. The Subcommittee on Community Program submitted recommendations at the end of the academic year 1957-58. These recommendations were fully debated in a series of three faculty meetings. The discussion culminated in the adoption of recommendations of the subcommittee at the faculty meeting of January 11, 1959. The adopted recommendations appear in Appendix #3. The Educational Policy Committee staff has referred implementing recommendations of the committee to the appropriate administrative officers of the College.

c. Non-Western Studies. The introduction of a program of Antioch Education Abroad has made increasingly clear to the faculty certain weaknesses in our academic offering on the non-Western world. The faculty therefore resolved, on recommendation of the Educational Policy Committee last winter, that an effort should be made to strengthen the academic offering in non-Western cultures.

d. Other Actions on General Education. Three minor actions affecting general education requirements were taken: The physical education requirement for the degree was reviewed and left unchanged. The use of the senior independent study period, hitherto restricted to work in the student's field of concentration, was opened to general education studies. The Educational Policy Committee reaffirmed the requirement of student attendance at assemblies, but withdrew the granting of academic credit for assembly attendance.

2. Fields of Concentration

Antioch College holds that it is essential to a liberal education that the individual pursue one or more fields of knowledge in such depth as to equip the student for more advanced specialization in that field or for a vocation. On June 11, 1958, the faculty adopted a statement of policy explaining more fully its philosophy in this regard. At the same time it made provision for reducing the number of recognized fields of concentration while providing for individualization of student programs within the field of concentration. The policies adopted are reported in Appendix #4.

In order to assure adequate planning for the use of the senior year, the faculty adopted on January 11, 1959, a requirement of a pre-senior check on plans of students in their fields of concentration. This provision spells out the major objectives of the senior year program in fields and replaces earlier specific requirements for a senior seminar. The new provisions on senior program in fields of concentration are given in Appendix #5.

3. General Requirement for the Degree

Measures adopted in the earlier years have made possible new means for abler students to enrich their programs at Antioch. During the current year the faculty has agreed upon new provisions governing graduation of such students within four years. It has long been possible for Antioch students to complete the normal five-year program in a shorter time under certain conditions. The new provisions are intended to restrict these opportunities to those who meet all requirements in a better than average manner, but to remove some of the more mechanical measures of this achievement which would interfere with the planning of the optimum educational program for such students. The details of these new provisions are described in Appendix #6.

4. Advising and Counseling Policies

Antioch gives its students an unusual degree of freedom in respect to academic program, community responsibilities, and cooperative program. It is the philosophy of the College that this freedom is best exercised if there are close relations between faculty and students, and if students have advice of their faculty in their important choices. In this spirit a subcommittee is examining the counseling policies and program of the College to determine their adequacy. Its recommendations will be reported during this academic year.

B. DEVELOPMENTS IN ALREADY OPERATING PROGRAMS

The most striking program developments of the year have been in Antioch Education Abroad and in the Continuing Education Program. Numerous smaller changes have been instituted in the examining and curricular planning arrangements. Important efforts toward the improvement of teaching have also been under way.

1. Antioch Education Abroad

It is Antioch's philosophy that the most effective education for the contemporary world demands that a student have direct experience through study, work, and living with peoples of another culture. He should also have opportunity in the regular college curriculum to prepare for and reflect upon this experience. During the current year

two courses have been introduced on campus to enhance the educational impact of the experience in Europe; a new center has been opened in Guanajuato, Mexico; and the total number of Antioch students participating in education abroad is double that of a year ago. Research studies to evaluate both the European and the Mexican programs are now under way. Mrs. Ruth Churchill, Professor of Education and Psychology and College Examiner, has published findings of an initial study of returnees from Europe (Antioch Review, Winter, 1958). Mrs. Churchill is now on sabbatical leave in Mexico to gether data on the program in Guanajuato. Mr. Jarvis Couillard, documentary film writer and producer, has produced a half-hour sound and color film report on Antioch education in Europe (available from the Antioch Education Abroad Office here). The film should not only aid in creating understanding of the program and in recruiting, but should also impress prospective students with their need for linguistic background for best use of this opportunity. A report on the current year in Antioch Education Abroad is given in Appendix #7.

2. The Continuing Education Program

The rapid growth of knowledge in the contemporary world, the speed with which new applications of existing knowledge are made, and the speed of other changes in society have all led to a greatly increased need for adults to continue their education beyond high school and college. This year in Antioch's Continuing Education Program has been one of rapid development of projects intended to point the way to appropriate means for serving this need.

The evening course program for graduate credit for high school and junior high school science teachers has been continued throughout this year. On the theory that a special need exists in Ohio for the preparation of general science teachers, the College instituted in the summer of 1958 a summer institute for general science teachers. This offering was, like the others in this program, supported by a grant from the National Science Foundation.

The Adult Center of the College has continued its offering of non-credit courses. Two new developments have taken place in this program: get-togethers of participants in these courses for occasions designed both to strengthen their interest in continuing education and to foster their feeling of belonging to a larger group pursuing this interest, and the introduction of family courses in the Adult Center.

Other significant developments in the Continuing Education program have included: the Antioch College Alumni Seminar, the program of radio education inaugurated with the opening of the College FM station WYSO in February, 1958, a program of leadership training, the Music Under the Stars program of August, 1958, the initiation of a Continuing Education program in Upper Preble County, and beginning efforts to introduce continuing education into the activities of service clubs. The 1957-58 report of the Director of Continuing Education program, Dr. Edward R. Miller, provides a fuller account of these developments and is given in full as Appendix #8.

3. Adjustments in the Examining and Curricular Planning Arrangements

Only minor adjustments in the College Examinations Program and in curricular planning arrangements have been made this year. In its adoption of a new design for general education at Antioch (March, 1957), the faculty directed that a check should be made upon the writing of students in their second or third year, after they have passed all Level I Achievement Examinations. The check was intended to determine whether students' writing in courses, job reports, letters to newspapers, or elsewhere, continues to meet Antioch standards. In December, 1958, the Educational Policy Committee approved arrangements for inaugurating the "Level II Writing Check" with the first eligible group of students in the winter and spring of 1959.

Also approved by the Educational Policy Committee in December, 1958, was a change of policy in regard to eligibility of entering students to take the first level Achievement Examinations. Previously, only students scoring high on appropriate College Entrance Board Examinations have been allowed to register for Antioch's Achievement Examinations during the week prior to their first registration here. The increased selectivity of the College has opened the examinations to a growing proportion of entering students. It now seems feasible to register all entering students for these examinations and to leave the student the option of withdrawing if he prefers a less difficult placement examination. The change should make possible, for an increasing proportion of students, more helpful advising at registration time in the first year.

The Syllabus for Students' Programs of General Education was revised and issued in a second edition during this first year.

4. Improvement of Teaching

The improvement of the quality and efficiency of learning opportunities is at the heart of the educational enterprise. All other activities here reported are in effect oriented to this objective. Continued emphasis was given throughout this year to research and committee work oriented toward improving the quality of students' educational experience. Three studies--experiments in the use of independent study methods, an experiment in the use of teaching assistants, and an experiment in language teaching--are treated in the section which follows.

In January, 1959, a Subcommittee on the Improvement of Teaching was established. This subcommittee is examining a variety of approaches to the improvement of instruction at Antioch: equipping of classrooms; study of the long-range needs of the library; cultivation of a philosophy and spirit in the institution conducive to good teaching; capitalizing on the unique assets of the College such as the cooperative plan, its research projects, and Glen Helen; provision of workshops both within the College and with other colleges; and relieving the teacher of clerical and other burdens by provision of secretarial and other help. This subcommittee is in the initial stages of its work and is expected to continue its efforts through next year.

C. RESEARCH--STUDIES COMPLETED AND UNDER WAY

The research activities of the Carnegie Study are directed by Dr. Samuel Baskin, Associate Professor of Education and Guidance, and Director of Educational Research. These activities comprise studies ranging from the elaborately controlled experiments in independent study to brief and simple inquiries conducted to aid subcommittees in their policy discussions. As our review of policies has neared completion, the emphasis upon studies has increased, both to ferret out problems in the application of policy and to disclose ways of more effective education.

1. The Independent Study Experiment

With the aid of grants from the Fund for the Advancement of Education, Antioch is presently in the third of its series of experiments in the use of varying methods of independent study as a part of its regular course procedures. The first of these experiments (the Reading Course Experiment) was conducted in 1956-57, and was reported a year ago. This study focused on the use of a period of independent reading as its principal approach to autonomous study. In its 1957-58 experiment in independent study, the College sought to compare the learning of lecture-discussion sections meeting as usual with that of two different types of more autonomous groups: one type working in small groups or teams when not with the instructor; the other type consisting of individuals who worked altogether alone when not with the instructor. Both independent study sections had 30% to 50% less classroom contact with the instructors than did the lecture-discussion sections, and both independent study sections received special training in an effort to prepare these sections and motivate them for their new methods of study. A full report of this experiment is given in Appendix #9.

Significant among the findings of the studies of 1956-57, and 1957-58, was the fact that no significant differences in learning were discovered between those taking the course by the regular lecture-discussion method of instruction and those taking the course by the more autonomous methods of independent study.

To help further its understandings of the meaning and impact of different teaching procedures, the College is continuing its study and research in this area and hopes over the next two years to develop a series of recorded training tapes and guides designed to aid others in preparing students for effective work on their own.

2. The Language Study Experiment

The January, 1958, Carnegie Study report described a project for language instruction being undertaken by Professor Herman Schnurer, Professor of French, and Chairman of the Department of Languages. The project was then in an early stage of its development. The study,

which makes use of certain newly developed visual aids in language instruction (acetate film cells accompanied by tape recorded sound), is now under way. The first results of a controlled group study designed to evaluate these newer teaching procedures will be available at the close of the school year. This study, initiated under this grant, is now supported by a grant from the Fund for the Advancement of Education.

3. The Study of Cooperative Education

Under the sponsorship of the Thomas Alva Edison Foundation, with a grant from the Fund for the Advancement of Education, a study is now under way to compare institutions using the cooperative program of education with other comparable institutions of higher learning. This study is being conducted by an independent research team. Antioch College acts as fiscal agent for the study and is one of the institutions under examination. It is hoped that this study will throw light upon hypotheses as to the values of cooperative education which might fruitfully be further explored.

4. The Use of Teaching Assistants

The same objective of high quality instruction with economy of teacher effort was approached in another manner through the experiment on the use of teaching assistants in mathematics. A final report on this experiment is now available and is provided in Appendix #10 (Project #2).

5. Calendar

The adoption of Antioch's present calendar was reported two years ago. Two types of studies of the functioning of this calendar are being made. The first, a study of pressures and tensions operating upon the student, was begun in 1956-57, with observations taken under the old calendar. Parallel observations are now being taken. The report and analysis of these findings (Project #5) is already under preparation. Preliminary results are reported in Appendix #11. The second type of study includes some small, some extensive investigations of such matters as size of classes, rate of withdrawals, the extent of course and credit loads of the individual student, the extent of learning under split* and terminal treatments of the same course, and the relative load upon students where the same course is taught by split and terminal arrangements (Project #7). The principal findings of these studies to date are:

a) the number of classes with less than ten students has declined, and the number of classes with more than thirty-five students has declined under the new calendar;

b) the rate of withdrawals per year has declined about 2% during the past two years, but remains within the range of experience over the preceding five years;

*A split course is taught in two quarters with an intervening work or study period. A terminal course is completed within one study quarter.

c) students are carrying about four courses at a time now, in contrast with an average of five to five-and-one-half courses at a time two years ago; the number of credits carried at a time has not declined;

d) no difference in quality or amount of learning has been discerned in the same course, taught by the same teacher, once terminally and on another occasion split;

e) some courses and some departmental groups of courses evoke much heavier use of the time of students than do others; whether the courses are taught terminally or split is apparently not decisive as a cause of time demands on students.

These findings indicate that the new program is functioning as anticipated except in respect to the heavy demands upon student time in some courses and groups of courses. These findings will be reported to the Educational Policy Committee and the faculty in an effort to find ways of determining whether the load is within reason and what adjustments, if any, need to be attempted.

The Carnegie Study staff is also giving study to the calendar with the goal of discovering whether certain budgetary and financial advantages might be secured and whether a more simplified pattern of study and work periods could be evolved while still maintaining if not adding to the educational advantages secured under the new plan. Of particular importance here have been the problems posed in the use of the summer session where enrolments have been lower than anticipated, and the difficulties involved in maintaining overlapping sets of student bodies where some students study (in their first year) throughout the year while others alternate their time between study and work. Questions are raised as to whether in terms of efficiency of operation, convenience for the cooperative program and its qualitative development, and simplification of administration, it would not be wiser to amend our calendar and regulations so that we have two distinct student bodies, each alternating work and study from the very outset. Inquiry into these questions was just getting under way at the end of the period being reported.

6. Foreign Experience

Studies on educational values of foreign experience are in various stages of completion. They are reported in the section on "Developments in Already Existing Programs" and in Appendix #7.

7. Student Load

The quality of the Antioch educational program will be best served if demands upon individual students add up to loads permitting reasonable sleep, reflection, and recreation. The demands of the academic program should also permit time for intelligent and effective

participation of students in the community program. A subcommittee on student load is, with the aid of the Educational Policy Committee staff, examining the impact of the many recent changes in the Antioch program upon student load in an effort to determine whether this policy is being satisfied. The recommendations of this subcommittee are expected to be in hand by the end of March.

8. Selectivity and Impact of Colleges

The Center for the Study of Higher Education at the University of California at Berkeley is conducting a study of differential selectivity and institutional impact in Antioch College, Reed College, Swarthmore College, and San Francisco State College. Dr. T. R. McConnell, Director of the Center, is in charge of the project.

While the project will be centrally concerned with factors that make for high academic performance, it will also be concerned with other kinds of "outcomes" of college experience, such as changes in social attitudes, growth in emotional maturity, and so forth. This study was initiated in the fall of 1958, with the administration of tests and with interviewing by sociologists and psychologists on the staff of the Center.

II. PLANS

Plans for the completion of the Carnegie Study of the Antioch Educational Program were laid out in some detail in the report of a year ago. The tasks remaining unfinished are two: to complete action on the policies and program for advising and counseling, and to continue studies of the functioning of the changed Antioch curriculum through another two years.

Three new tasks have emerged out of the current year's work: to find a way of putting into effect the decision to give stronger curricular emphasis to the non-Western world, to prepare a book on the new Antioch philosophy and program, and to make more intensive application of some of the leading ideas of this study in an effort to gain further efficiency in the organization of the College. A beginning on the last of these tasks has been reported in the preceding section ("Calendar").

In 1946, President Algo D. Henderson and Miss Dorothy Hall, College Editor, wrote Antioch College: Its Design for Liberal Education. This book has been very useful to Antioch College in its recruiting and orientation of faculty members and students and in responding to inquiries from interested educators. The book has also been useful to other institutions seeking to understand the principles and operations on which this College was built and to apply appropriate ideas to their own purposes. While fundamental objectives of the Antioch program as conceived at the time of the writing of that book continue to be cherished, some new objectives have been added, other old objectives have received new emphasis in the course of the present study, and significant changes in the means of meeting the College's objectives have been instituted. During the second and third years of this study a number of colleges have sent faculty members, singly or in teams, to visit, observe, and consult: Amherst College, Colgate University, Manchester College, and Morgan State College (Delaware) are among this group. The Dean of Faculty and the Educational Policy Committee staff have been invited as consultants to such institutions as Bard College, Lawrence College, and Thiel College. Presentations on elements in the new Antioch program have been made, or are shortly to be given, at meetings of the American Psychological Association, the American Personnel and Guidance Association, the Association for Higher Education, the Council on Student Travel, the Western Conference on the Teaching of Philosophy, and the Dean's Section of the Association of American Colleges. Numerous inquiries have been received for information on developments of the Carnegie Study, some for use in graduate or post-graduate research, others for use of faculty committees at other institutions.
It therefore seems desirable that the College have a sequel to the Henderson-Hall book prepared. The staff of the Carnegie Study is now exploring with administrative officers the form which such a volume should take.

III. REPORT OF INCOME AND EXPENDITURES

A full report of income and expenditures incurred under the Carnegie Grant from January 1, 1958, through December 31, 1958, is given in Appendix #1. Because the grant initially became effective in the latter half of a fiscal year, the resources have been so husbanded that the study can be sustained through the end of the last Antioch fiscal year for which aid was granted.

The $70,250.00 grant for this study was to be used in five installments: three years at $18,750.00 each, and two additional years at $7,000.00 each. The current year is the last of the initial three years, the last in which provision was made for a teaching faculty member to give a major portion of his time to development of policy and program. In the remaining two years funds are to be devoted to research and studies on the policies and programs developed during these first three years.

Morris Keeton
Director, Carnegie Study of the
Antioch Educational Program

February 23, 1959